DOCUMENT RESUME

ED 221 668 CE 033 377

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TITLE Experiential Education: A Search for Common Roots.
INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 14 Feb 80
CONTRACT NE-C-00-4-0010
NOTE 32p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Education; Comparative Analysis; Educational Cooperation; Educational Objectives; *Educational Practices; Educational Strategies; *Experiential Learning; Outcomes of Education; Participant Characteristics; Program Administration; *Program Content; Program Descriptions; *Program Development; Secondary Education; Student Role; Teacher Role
IDENTIFIERS Experience Based Career Education; *Foxfire; *Outward Bound

ABSTRACT

A project was undertaken to develop a framework for identifying essential elements in various experiential education programs. Chosen as subjects for the investigation were the following three programs: Experience Based Career Education (a high school level program providing fully accredited community-based instruction in basic and life skills as well as in career development); Foxfire (a cultural journalism program reflecting the uniqueness of the local community); and Outward Bound (a wilderness experience designed to help students find meaning through group and individual encounters with unfamiliar environments that provide physical stress). After reviewing pertinent literature and interviewing staff of all three projects, researchers isolated what they believed to be the essential characteristics exhibited by the programs in nine dimensions. These were purposes, setting, characteristics of participants, learning strategies, student roles, instructor roles, products of learning activities, management and support factors, and project outcomes. Based on their findings, the researchers proposed 33 essential elements within the above-mentioned 9 dimensions of experiential education. Included among these were a realistic, non-contrived setting; provision of learning experiences that are individualized, sequential, and developmental; active student participation in planning and implementing activities; and formation of positive relationships with external agencies. (MN)

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EXPERIENTIAL EDUCATION:

A SEARCH FOR COMMON ROOTS

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February 14, 1980

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Research related to this article was supported by the National Institute of Education under Contract NE-C-00-4-0010 as part of the work of the Education and Work Program of the Northwest Regional Educational Laboratory (NWREL). The opinions expressed or implied in this article do not necessarily reflect the position(s) of the National Institute of Education or of NWREL.

EXPERIENTIAL EDUCATION: A SEARCH FOR COMMON ROOTS

Introduction

One of the most encouraging results of well over a decade of educational innovation has been the emergence of a loose confederation of programs that call themselves "experiential." We say loose confederation loosely because the relationships among such programs have not yet been carefully studied. But the presence of 800 people at the 1979 conference of the Association for Experiential Education means that we hold at least some educational goals in common, and that we want to share these goals and, if possible, learn some new ways to achieve them.

The issue discussed in this paper is whether experiential education programs have more in common than mere coincidential resemblances. There are some compelling reasons for experiential education programs to start to look at commonalities. Chief among these is the very survival of experiential education, still regarded by many educators as a frill. In times of shrinking budgets, non-traditional programs are the first to suffer—no matter how beneficial they might be.

As long as experiential education programs operate in isolation from one another, they will be vulnerable to the chipping away process that accompanies economic hard times. In order to overcome their isolation, experiential education programs need to start learning about the various purposes, outcomes and techniques of other similar programs. In this way, quality programs will be able to present a stronger front and will be more likely to sustain the momentum generated over the past decade.

An understanding of features held in common by successful experiential education programs can strengthen the case any specific program might make for its continuance. Several other benefits can also be foreseen:

1) In some cases there is good reason for concern where a school uses the label of experiential education but operates a poorly conceived program. Understanding essential elements of experiential education could help lead to standards for quality experiential education.
2) Our understanding as educators of what makes education successful will be advanced if we can identify some common characteristics of experiential education programs that work.
3) In many cases adaptation of programs is the best way to assure that site-specific conditions and needs are attended to. Because adaptation may mean using elements of different programs, understanding of common features can be helpful in deciding what and how to adapt from another program.
4) Some experiential education programs are becoming familiar and well-established; understanding features shared with other programs can facilitate the integration of new elements into an ongoing program, thereby offering an alternative to the establishment of new programs.
5) Finally, understanding of common elements can lead to new insights into how one's own program might be improved.

A Framework for Identifying Essential Elements

The main purpose of this presentation is to offer a preliminary description of a framework for identifying essential elements as we

applied them to three experiential education programs: Experience-Based Career Education (EBCE), Foxfire and Outward Bound. A second purpose is to select elements that we hypothesize to be essential to effective experiential education. The concept of "essential elements" may require clarification. One element may be essential to one program but not common to all experiential education programs. Obviously, all of these programs share numerous descriptive traits; students are enrolled, the programs were developed in different areas of the country, etc. But what we are interested in determining is whether elements that are common and essential can be identified. In order to facilitate the designation of an element as "essential" or "non-essential," we found the need to develop a framework that would allow us to organize many elements at once.

This framework would help us decide what "an essential characteristic" looked like, and how we would be aware of having found one.

A review of pertinent literature and discussions with staff in the three programs resulted in choosing the following nine dimensions as ones most likely to contain essential program characteristics.

1) Purposes
2) Setting
3) Characteristics of Participants
4) Learning Strategies
5) Student Roles
6) Instructor Roles
7) Products of Learning Activities
8) Management and Support Factors
9) Program Outcomes

How did the framework evolve? We first reviewed categories used by others in describing a program. The three authors then met to brainstorm additional categories that could be used to describe any program. They discussed the list and ranked the importance of each category with the intent of limiting the total number to no more than a dozen and then selected those categories appearing most relevant to experiential education. During the course of several other meetings we developed a set of elemental aspects of each category which we felt were essential to quality experiential programs. Based on this first draft, we developed a structured interview guide to be used for interviewing program staff of Foxfire, Outward Bound and EBCE to verify or modify the categories and elements proposed. Discussions with the Foxfire staff were particularly helpful in expanding our thinking to include the importance of students having a chance to try out various roles and to feel a sense of ownership of the outcomes. Discussions with staff from these three programs also allowed us to determine how they rated the importance of the various elements and to obtain examples of how these elements are present in their programs. Following revisions based on these discussions a draft copy of this paper was presented at the Association for Experiential Education conference in October, 1979 in Portsmouth, New Hampshire. Based on critique of that draft by AEE members and others, this present article evolved. Having come to this stage, we welcome readers' dialogue on the concepts contained here.

Descriptions of Programs Studied

The three programs, Experience-Based Career Education, Foxfire and Outward Bound, were chosen for the following reasons: a) they have been

in existence long enough to have become stable; b) each was developed in response to a different set of needs; c) all three have separate and clear identities; d) they have reasonably clear and well articulated principles and procedures; e) each has been widely replicated or adapted, and finally f) lucky circumstances brought the authors in contact with all three programs.

In order to give coherence to the discussion of common elements, it will help to briefly outline the basic intents and processes of each program as we understand them.

Experience-Based Career Education (EBCE) is a program initially developed for high school juniors and seniors, in which students are provided with a comprehensive, fully-accredited education that emphasizes community-based learning of basic skills and life skills as well as career development*. Individualized projects are planned with each student in the context of the working life of the community. EBCE staff function as learning managers and facilitators; no classes in the traditional sense are offered, although seminars are frequently used. The learning managers help students design and follow community-based, individualized learning plans that incorporate basic skills, life competencies and career development. Students who participate profit from the chance to explore various careers of interest in the community; many are helped to prepare for adulthood and economic self-sufficiency as

*For a more complete description of EBCE see Hagans (1976). An overview of results from multiple evaluations is found in Bucknam (1976), while a comparison of EBCE with other career related experiential programs was done by Crowe and Adams (1979).

well as to interact with adults in natural work settings. The EBCE program was developed by four regional educational laboratories with funding from the National Institute of Education. EBCE projects are now operating in over 200 school districts throughout the country, and has been adapted to fit the needs of economically disadvantaged youth, migrants, gifted and talented, and handicapped youth and adults.

In contrast to EBCE which began in 1971 as part of a series of federally funded career education initiatives, the Foxfire program began with one man's conscious effort to design curriculum reflecting the uniqueness of the local community and his creative response to students bored with traditional approaches to learning English. As he reports in Moments, Eliot Wigginton, faced with a class totally turned off to the traditional curriculum, one day simply asked his students in Rabun Gap, Georgia, whether they wanted to write a magazine. Today cultural journalism programs similar to Foxfire operate in approximately 145 schools across the nation (Reynolds, 1979).

Most cultural journalism programs engage students in developing and publishing a journal that reflects the cultural pluralism of the community in which the students live. Naturally, many additional, related activities may be pursued in conjunction with the journal. For example, in some cases videotapes replace the journal as a project.

Normally students do most of the work associated with whatever project they happen to be working on. Thus, Foxfire tends to be comprehensive in the kinds of activities it offers students. It has been implemented in colleges, high schools, junior high schools and even elementary schools.

Outward Bound had quite different beginnings.

> Outward Bound is the creation of the late Kurt Hahn, a German-Jewish educator who founded the famous Gordonstown Preparatory School in Scotland. Hahn's educational philosophy stressed the development of a student's inner resources through physical as well as mental challenge, and Gordonstown boys were trained for and regularly engaged in mountain and ocean rescues. When World War II broke out, Hahn started a school at Aberdovey, Wales, that offered a one-month course in seamanship and survival training for young British mariners. (Rice, 1979, p. 66)

Since then, the concept has grown to include survival and self-exploration in many different environments, for a wide range of people. At present there are seven Outward Bound schools in Minnesota, Oregon, New Mexico, Maine, New Hampshire, North Carolina and Colorado (McBee, 1979).

Like Foxfire, the Outward Bound program may also be implemented for practically any age group. Typically a wilderness experience, Outward Bound is a process of finding meaning through group and individual encounters with unfamiliar environments which provide physical stress. The focus of Outward Bound is on building self-confidence, trust and acceptance of personal responsibility. Outward Bound has been implemented in conjunction with school programs at the high school and college level, as well as outside the educational system with people of various ages.

In a two-week Outward Bound course, participants might spend the first three or four days together coping with relatively unfamiliar tasks such as sailing, rock climbing and negotiating obstacle courses. Next, they might spend two to three days on a "Solo" venture, alone on an island with no resources other than a tin can to cook in, some rain gear, six matches and a rudimentary knowledge of edible herbs and plants growing wild on the island. Finally, participants might spend the remaining time on an expedition they plan and carry out themselves. Characteristic of the Outward Bound experience is a powerful sense of accomplishment--often preceded by extreme frustration. Having experienced and successfully coped with one's physical limitations, and with limitations of self awareness and of group responsibility and identity, participants emerge with new confidence in their abilities.

Typically, instruction is minimal. However, activities are designed so that each participant is constantly faced with the need to make choices. Blending skills in technical areas related to the outdoors with group process skills and sensitivity to individual needs, the instructor is an active orchestrator of the Outward Bound experience.

Essential Elements

In the remainder of this paper, we will describe what we hypothesize to be common elements of these three programs, following the outline of the framework described above. Our findings are summarized in the two tables at the end of this article. Table I contains elements we hypothesize as essential for experiential education within nine dimensions. Table 2 reflects a description of EBCE, Foxfire and Outward Bound using these nine dimensions.

1. Purpose

We hypothesize that successful experiential education programs have clearly articulated purposes that are interpreted similarly by program participants. Further, it seems reasonable to suppose that stated program purposes both reflect great needs of a group of learners and imply a certain program content. In successful programs, we feel that the relationship of program purposes to educational need and program content would be demonstrable.

2. Setting

Setting refers to the physical and psychological environment(s) in which the learning takes place. If more than one environment is involved, setting also refers to the manner in which the environments are manipulated and controlled so as to maximize learning. Characteristic of settings are these four essential factors: realism; challenge; an appropriate level of risk, and diversity.

A setting has realism when the learner considers it as non-contrived. A realistic setting may be either natural (e.g., wilderness) or man-made (e.g., the workplace or a person's home). In both cases the setting is not artificially developed as a place for student learning.

The setting is viewed as challenging because there are adults there who are engaged in dynamic activities. The presence of psychological or physical risk often motivates the learner to maximum performance. For example, in Outward Bound, the natural elements provide a certain

level of physical risk, which is kept at a manageable level by the presence of a highly trained leader. In EBCE or Foxfire the anticipation of facing a first voyage into the community to meet or interview an unknown adult is a substantial psychological risk for an adolescent.

Finally, in cases where a diversity of settings is part of an experiential education program, activities within these settings are integrated. In Foxfire and EBCE, inschool activities are integrated with community activities through a process of analyzing which academic skills are needed for task accomplishment.

In Foxfire and EBCE a major purpose is to combine learning activities inside and outside the school into a balanced, comprehensive and individualized program for high school students to help prepare them for demands of adulthood. Outward Bound, on the other hand, is not generally geared to combining inschool with out-of-school activities. A main purpose of Outward Bound is to use the outdoors to help participants develop personal skills such as self-confidence, team work and self-understanding which will contribute to success in adulthood.

Naturally, in off-campus programs, the issue of setting is quite complex. The learner in EBCE spends time in at least three separately identifiable settings: first the workplace, where the student may either be performing real work or learning about a job through observation or shadowing. The second setting is a learning resource center where students work with a learning manager at the

tasks of planning, monitoring and assessing their activities. The learning center is a place where skills can be practiced and developed and, also, a place where seminars may be held to discuss issues. The third setting is the classroom. Some programs offer a part-time EBCE program with students attending regular classes the rest of the time. The EBCE learning manager is able to help the student coordinate the activities in each setting by developing a learning plan with the student that specifies a series of objectives appropriate for the student. Activities in the workplace and learning resources center (and perhaps classroom) are chosen to contribute to the accomplishment of those objectives.

In Foxfire there are two settings that relate to the program. One program related setting is the community. In Foxfire this means literally anywhere in the community where something is going on that the learner thinks is important. Frequently this means going into the community to meet people and interview them in their homes. In other cases it may mean visiting their places of business. The second setting is the inschool location where the information gathered in the community is processed and turned into a written, taped or printed product that can be shared with others.

Outward Bound programs use learning settings in still a different way. The setting, normally in the outdoors or wilderness, is treated partly as a challenge to be overcome. In the overcoming of challenges, the learner's self-image, sense of responsibility and achievement develop steadily. It is expected that for learners there will be a carry-over effect; a learner who sees how to overcome an

obstacle during a rock climb will use similar strategies (e.g., cooperation, problem solving, self-initiative) to solve problems encountered in the classroom, or, for that matter, in life. In this sense, the outdoors and the wilderness are treated as a metaphor, standing for something that can be anticipated to occur after the Outward Bound program is over. At the same time, however, the immediate appeal of the outdoors on both a sensory and purely physical plane is exploited in the Outward Bound program. With the Outward Bound program, intensive experience over a short time period is the goal. There are, usually no multiple learning settings to be integrated during the time period of the program. Outward Bound does, however, concern itself strongly with the question of how learning during the wilderness experience can be transferred to a back-home setting, and how learning relates to the individual's own development.

3. Characteristics of Participants

Participants' characteristics refer to the type of students involved in experiential education programs. Descriptively, one might be interested in learner characteristics such as sex, age, ethnic background, economic status, preferred learning style and level of academic, moral and psychosocial development and reasons for joining the program or class. Elements hypothesized as essential are: 1) voluntary participation and 2) diversity of participants.

The fact that experiential learning strategies may be effective for some students does not imply that they would work best for all students. Thus, Foxfire, EBCE and Outward Bound involve only

students who voluntarily join the program. In each case participants have reflected all segments of the population from gifted and talented students to mentally retarded youth. Often a program will try to establish a diversity of students so that those less advanced in some areas can profit from the help of their peers.

4. Learning Strategies

"Learning strategies" has to do with the types, sequence and interrelationships of learner activities. There is greater congruence of approach among the three programs along this dimension than along any other. The common steps of the learning processes characteristic of these programs are:

- Assessment/goal setting
- Negotiation/planning
- Engaging/experiencing
- Reflecting/evaluating
- Sharing/publishing
- Application/generalizing

None of the programs explicitly uses this set of steps; rather we have synthesized them through study of the programs. In general, all three programs begin with an assessment of the current situation or needs of the student, along with some kind of determination of where the student would like to go. A set of activities is planned or negotiated that both student and instructor believe is likely to lead to the desired goal. All three programs share the desire of involving the student in the negotiation/planning step although the degree of implementation of this step varies.

The next step is engagement in the activity of the experience itself. Following engagement, the learner reflects on the activity in some fashion, either through a personal journal, group discussion, discussion with the instructor or other means. This step often merges with the next which involves transforming the raw material of the experience through reproducing the experience in a form in which it may be shared by others. This is a crucial step of experiential education programs and is the thing that differentiates experiential learning from the mere having of experiences. Both immediate and delayed transformations occur. As part of the program, EBCE students transform their experience into a project portfolio or journal; in Foxfire, raw material of interviews and photography is transformed into a magazine; in Outward Bound groups, rap sessions and personal journals are sometimes used.

Finally, this new "thing" that is created out of the experience is tried out in a new situation. This last step may not be part of the experiential education program itself--although in Foxfire this step is evident as the magazine gets marketed, people purchase it, students receive feedback and ideas for new projects are generated. Delayed transformations result in program outcomes described later in this article.

In addition to these systematic steps all three programs provide an opportunity for students to re-negotiate their learning plans after being initially developed and an opportunity for students to learn

from unplanned experiences. The latter point is important since all three programs operate in the real world where the environment cannot be entirely predicted or controlled.

The strength of all three approaches seems further to be linked with certain assumptions about how people learn. Without documenting fully, it seems safe to list the following assumptions about learning as among those that are shared by EBCE, Foxfire and Outward Bound:

- Youth learn best from doing real tasks.
- Youth have the ability to successfully complete tasks that carry serious consequences.
- Youth learn best following a systematic process that leads them from where they are to where they want to go.
- Secondary students can learn or reinforce basic skills as effectively out of the class as in the class.

5. Student Roles

Student roles are an extremely important dimension of experiential learning programs. The key questions here are 1) what roles are played by students and 2) with whom does the student interact in each role? In experiential learning programs, we believe it is worth investigating when students are learning primarily alone, in interaction with one adult, with peers or with a diverse group of people. It is also important to know whether students are learning from people with backgrounds similar to or different from themselves since the latter provides greater opportunity for growth in empathy with others possessing different values. Furthermore, experiential learning programs may show important differences and similarities in

the extent and the conditions under which learners are expected to play the roles of leader, tutor, active learner, observer, employee, advocate (of peers, of program, of disenfranchised) and entrepreneur. Whether there are other roles that need mention is also, of course, a matter of concern.

The elements of this dimension considered essential are: 1) an active student role in planning and carrying out activities; 2) chance to experience various roles (e.g., leader, team member, employee, tutor etc.); 3) assuming responsibilities for his/her actions, and 4) opportunity to interact with adults as well as with a variety of peers.

In the three programs described here, students' roles are different from those they play in the traditional classroom. In EBCE students meet on a one-to-one basis with learning managers while developing learning plans; they may continue to work on a one-to-one basis with adults in the community or they may join a group as a peer and function as part of that group. Foxfire students may work individually, in teams of two or three, as tutors, as a large group and on a one-to-one basis with a teacher. In Outward Bound, learners work individually, in small groups and as a total group.

6. Instructor Roles

Instructor roles are extremely important for describing experiential education programs. Effective instructors: 1) help students plan and carry out their activities; 2) serve as a role model of an active involved learner; 3) monitor student progress, assess and feed back

information to students; 4) motivate and encourage students, and 5) demonstrate skills in planning, empathy, communications and resource sharing.

The instructional roles in the programs under discussion appear to require very similar skills, knowledge and attitudes. The chief role characteristic is that the instructor functions as a facilitator of learning, rather than primarily as a source or dispenser of knowledge. The term "facilitator of learning," however, is complex and not easy to define with precision. Nevertheless, certain aspects of the role are readily seen. One of the most telling of these is the attitude of staff of the Foxfire program as described in this quote:

> Before you start to do anything related to your work with this organization, ask yourself first why a student is not doing it instead. If you don't have a good reason, then go and find a student--preferably one who has never done it before...and if it's a job that has been done before and mastered by students that are still involved with us, we've found that it is often preferable to have them show the new ones how.

This sense of sharing is illustrated in both Foxfire and EBCE where several students usually accompany a staff member on speaking engagements and participate in the planning and presentations.

This attitude is a mixture of sensitivity to the individual needs of the student and conviction that engagement with an unfamiliar but feasible activity can meet the student's need. The instructor is required to have the imagination to use the immediate context or environment as a learning resource to provide that unfamiliar but feasible task. In EBCE the learning manager needs to show the same kinds of skills in helping students formulate individual learning plans. Outward Bound instructors are not only sensitive to the needs of the individual, they also know how to guide the development of the group of individuals engaged in their common wilderness task and how to implement the safety requirements.

A high level of interpersonal skill is required of instructors functioning in these programs. Empathy, communications skills and skills in eliciting responses are all skills instructors in these programs seem to use regularly.

A further characteristic of the instructor for all three programs is the ability to function as a resource person able to link the student with appropriate people, things or pieces of information. This ability may be described in terms of the instructor having knowledge about knowledge--how it is obtained, how to gain access to it--rather than simply having knowledge about one subject matter area.

7. Products of Learning Activities

Students' sense of ownership of the product of the experiential learning activity is important. We would predict that in successful programs, students would exhibit a high level of ownership of

products. Similarly, we would predict that in successful programs there would be a high degree of student responsibility for the consequences of activities undertaken by the student.

In Foxfire, the Foxfire magazine or videotape is the group product of the Foxfire program. Foxfire as a concept or a project is also a product of student energy and group decision-making. In fact the responsibility for managing the project makes for unique kinds of student involvement. With EBCE the products usually reflect individual rather than group effort and consist of written reports or other formats for which individual academic credit is awarded. In Outward Bound there is more engagement and commitment to process outcomes than to a tangible product. In this respect it differs from Foxfire and EBCE.

8. Management and Support Factors

Management and support factors relate to the environment surrounding the program. Such factors contribute to the climate in which the program exists. This dimension includes such things as: sponsorship, program image, support services, relationship to other aspects of the school system, staffing patterns, funding and community support. Four elements are considered essential within this dimension: 1) locating community resources for student learning; 2) forming positive relationships with external agents (such as may be needed in awarding regular school credit for program participation); 3) obtaining funding and community support, and 4) recruitment and selection of staff committed to using experiential learning strategies.

Successful EBCE programs usually have a strong program identity that is manifest in the existence of a distinctive name and the evolution of unique habits and routines that convey the message, "This is how we do it." The same characteristics may be seen in Foxfire. Foxfire-like programs have been adapted in numberless ways; one of the surest ways of identifying them, however, is by a name that refers to a forgotten folkway, artifact, or custom of the region. The concentrated nature of the Outward Bound program appears to result in students' identification with the group that develops over the course of the program.

Each of the three programs is sponsored and financed differently. Foxfire receives much of its funding from sales of its Foxfire publications. Outward Bound generally charges a tuition, offers scholarships to those without funds or is subsidized by special project funds such as for supporting youth offenders. The EBCE programs are usually funded by the school districts adopting them, often using state or federal career, vocational education, CETA funds or categorical aid (as for gifted or handicapped).

9. Program Outcomes

Although Foxfire, EBCE and Outward Bound have developed independently of each other to meet different sets of learner needs, all three contain some common program outcomes. Each proposes to develop self-confidence in young people and an increased ability to relate to others. Likewise, each program is concerned about both short- and long-term effects on students. In each case some short-term effects

are seen as instrumental for longer term effects. In EBCE the students' exploration of a particular career is intended not only to learn about that one job, but also to gain a broader perspective for looking at other occupations. Outward Bound students use rope climbing exercises to examine how they react to other situations in their lives. Similarly, Foxfire students learn camera and darkroom techniques that can be used to produce of a magazine and can also be used to promote changing social and cultural values.

The final essential element hypothesized for this dimension is that students and staff are involved in assessing the effectiveness of their program and use both positive and negative outcomes for program improvement. Because EBCE programs are often state or federally funded, the evaluation process is usually more formal than that of Foxfire or Outward Bound. Comprehensive summaries of EBCE evluations have been done by Bucknam (1976) and Crowe and Adams (1979) while Shores (1977) has analyzed numerous evaluations of Outward Bound.

Summary

In this paper, we have offered a series of hypotheses about essential elements of three successful experiential education programs; Experience-Based Education, Foxfire and Outward Bound. Essential elements were grouped within a framework of nine dimensions which can be used to describe programs. Some 33 essential elements were hypothesized within these nine dimensions. While identification of these 33 essential elements represents, we hope, a beginning to the task of building bridges between experiential education programs, much remains to be done.

The nine program dimensions may need to be refined and the number of essential elements probably needs to be made smaller in order to be useful to practitioners.

But, before these refinements can take place, other experiential education programs should be studied. The framework and essential elements listed here will be tried out on selected programs over the next several years. Out of these studies, we expect not only to refine these findings, but also to develop a wide range of practical examples of ways by which essential elements can be made manifest. Ultimately these examples will form part of a product intended as a reference for persons wanting to develop or improve local experiential education efforts.

TABLE 1

PROPOSED ESSENTIAL ELEMENTS WITHIN NINE DIMENSIONS OF EXPERIENTIAL EDUCATION

Program Dimensions	Essential Elements
1. Purpose	1. Purposes reflect learner needs 2. Purposes imply program content 3. Clearly shared and understood purposes
2. Setting	1. The setting is considered realistic or non-contrived by the learners 2. A physical and/or psychological challenge is provided by the setting 3. An appropriate degree of risk exists 4. Diverse settings are integrated
3. Participants' Characteristics	1. Voluntary participation 2. Diversity of participants
4. Learning Strategies	1. Is based on an explicit theory of learning 2. Encourages young people to perform tasks normally permitted only adults in our society 3. Emphasizes a balance of action, reflection and application 4. Provides learning experiences that are individualized, sequential and developmental 5. Involves frequent structured interaction between student and instructor 6. Provides opportunities for unplanned learning from new experiences
5. Student Roles	1. Active student role in planning and carrying out activities 2. Chance to experience various roles i.e. leader, team member, employee, tutor 3. Assuming responsibilities for his/her actions 4. Opportunity to interact with various adults as well as with peers
6. Instructor Roles	1. Help students plan and carry out their activities 2. Provide role model as participant in the learning process 3. Monitor progress, assess and feed back information to students 4. Provide motivation and encouragement 5. Model skills in planning, empathy, communications and resource sharing

TABLE 1
(Continued)

7. Outcomes of Learning Activities	1. Outcomes of learner activities are perceived as real and important by students and others 2. Students feel ownership for the outcomes
8. Management and Support Factors	1. Locating community resources for student learning 2. Forming positive relationships with external agencies (such as may be needed in awarding regular school credit for program participation) 3. Obtaining funding and community support 4. Recruitment and selection of staff who are commited to using experiential learning strategies
9. Program Outcomes	1. Increased student self confidence and ability to relate to others 2. Staff and students are involved in assessing effectiveness of program 3. Openness to looking at both positive and negative outcomes and in examining areas for program improvement

TABLE 2

DESCRIPTION OF THREE EXPERIENTIAL EDUCATION PROGRAMS

	EBCE	Foxfire[1]	Outward Bound
1. Purpose	To use the community and school in helping students progress in career development, life skills and basic skills	To apply journalism and photography skills in developing a magazine or other product to help students appreciate their culture and develop self-confidence, teamwork and self-understanding	To use outdoor experiences in helping participants develop self-confidence, team work and self-understanding
2. Setting	The community workplace, learning center and regular school facilities for a semester, year or two years	The community, school and Foxfire site for a semester, year or two years	The wilderness during an intensive period usually lasting 21-26 days
3. Participants' Characteristics	Initially a cross-section of high school junior and senior volunteers; now students in junior high through adults; has been used with special populations such as gifted and talented, migrant youth, handicapped and disadvantaged youth	A cross-section of high school volunteer students, Foxfire-type cultural journalism programs are now operating in grade four through adults	Generally high school students through adults who pay tuition and are in good health; has been used with special groups such as youth offenders and handicapped students
4. Learning Strategies	Students learn by doing and reflecting. EBCE students learn career development by interviewing, observing and trying out tasks of workers in a field of interest. Basic skills and life skills are learned through individualized projects carried out in the community and learning center. Reflection is facilitated by frequent discussions with a learning manager, by making personal journal entries and by sharing in group seminars.	Students learn by doing and reflecting. Foxfire students often learn journalism skills by interviewing adults in the community, taking and developing pictures, writing articles and laying out a magazine or other products. Skills in transcribing and editing are learned through application to the class project.	Participants learn by doing and reflecting. Outdoor survival skills and interpersonal relations skills are mastered in the face of the challenging wilderness. Teamwork is required for many tasks. The solo experience provides a personal test and time for reflection.

[1]Foxfire here refers to the specific program located in Rabun Gap, Georgia.

TABLE 2
(Continued)

	EBCE	Foxfire	Outward Bound
5. Student Roles	Students have an opportunity to explore adult roles of employee, leader, tutor, team member, observer and entrepreneur. As is also true for the other two programs, students are responsible for planning and carrying out their learning.	Students can explore the roles of journalist, photographer, leader, tutor, team member and entrepreneur. Students are expected to handle adult tasks whenever possible. Experienced students often teach skills such as darkroom techniques to newer students.	Participants can explore the roles of team member, leader, observer and wilderness survivor. Participants often work in a team situation.
6. Instructor Roles	The instructor, referred to as a learning manager, is primarily a facilitator of learning rather than a dispenser of knowledge. The learning manager helps students plan and carry out projects, helps to identify appropriate community resources, monitors progress and evaluates work. The instructor serves as a model of an active learner. As in the case of all three programs, the instructor also serves a counseling role.	The instructor involves students in various activities such as interviewing and laying out articles. Students are encouraged to teach other students whenever possible. The teacher also motivates students to take an interest in writing and sharing their writing with others. The primary instructional role is facilitative.	The instructor is responsible for facilitating individual development through helping students learn survival skills; for the physical safety of the group; and for facilitating group interaction.
7. Outcomes of Learning Activities	Learning activities result in individually completed career exploration packages, student written or visual products and a portfolio of experiences and competencies completed in EBCE. These in turn can lead to program outcomes shown on the next page.	The Foxfire magazine or videotape becomes the main product of the class. The experiences involved in producing these products lead to the outcomes shown on the next page.	Outcomes include skill in one's own survival, appreciation of the wilderness and an increased sense of one's personal and group worth.

TABLE 2

(Continued)

	EBCE	Foxfire	Outward Bound
8. Management and Support Factors	EBCE programs sometimes serve as an alternative educational program and in other settings as a part-day program within a regular high school. Funding from state or federal sources is often obtained.	Foxfire has operated as a private corporation affiliated with a public county high school. A variety of courses are offered as part of the Foxfire program. Funding comes primarily from the sale of the Foxfire books written by the students.	Outward Bound is a private corporation with offices chartered in various parts of the country. Full or part-time staff are hired to lead Outward Bound courses. Student tuition pays for the operation.
9. Program Outcomes	Student progress in career development, basic skills and life skills are assessed at program entry, during the semester and at the end of the semester or year. Evaluation is usually done by people internal and external to the project. Commitment and cooperation of participating community resource people is an important dimension of program effectiveness.	Student progress in writing is judged informally by the staff based on students' articles. The program is often judged by outsiders on the basis of the magazine produced by the class. Evaluation is done informally by staff. External evaluations have not yet been conducted.	Student progress is assessed informally by the learner and the staff through observing and discussing the physical and interpersonal performance of the participants. Outside evaluations have sometimes been performed especially with special groups such as youth offenders.